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ABSTRACT

The guide is designed to address concerns of North Carolina second/foreign language teachers and school administrators as they plan and implement block class scheduling. The first section outlines the rationale and special considerations for block scheduling, and offers some typical schedule options. North Carolina's instructional time requirements are also noted. The second section discusses advantages and disadvantages of block scheduling to both teachers and students, and looks at special issues in foreign language teaching. Section three addresses concerns in articulation and scheduling, including retention, course sequencing, class size, combination classes, advanced placement courses, graduation requirements, differences in language and literature courses, course content, time allowances, academic pacing, absences and tutoring, and teacher planning time. The fourth section offers suggestions for lesson plan design, classroom methodology, and instructional strategies, including use of instructional technology. Program evaluation and assessment of student learning are addressed in the fifth section, with discussion of a variety of assessment methods. Appended materials include sample foreign language block schedules, lesson plan forms, several generic lesson plans, sample lessons and units, a list of software, forms to guide pacing and curriculum design, and sample French and Spanish curriculum guides. Contains 11 references. (MSE)

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FOREIGN LANGUAGE ON THE BLOCK

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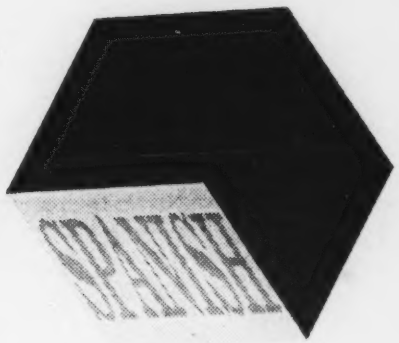

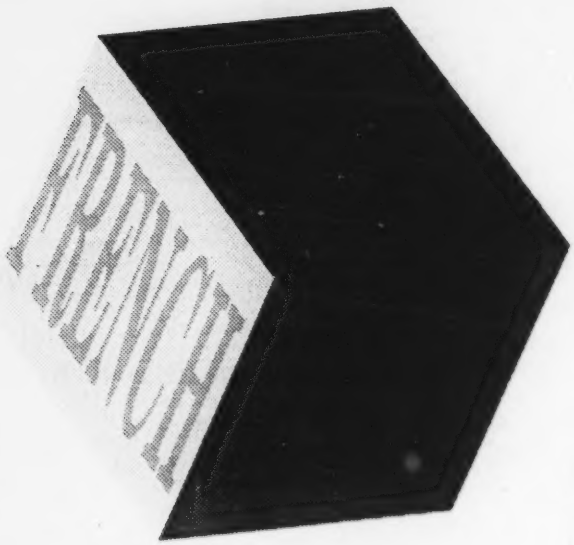

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Foreign Language on the Block

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Preface

The ABCs plan, developed by the State Board of Education in May of 1995, recognizes the need for North Carolina public schools to become more efficient and to exercise "better local control over educational decisions." As more and more high schools in North Carolina are making site-based management decisions affecting the organization of the school day, issues regarding the foreign language program (curriculum, scheduling, retention, articulation, and language development) are surfacing.

According to the ABCs plan, the primary role of Instructional Services within the Department of Public Instruction is to design, develop and enhance the curriculum. As part of this effort, the Division is developing and publishing a variety of curriculum support documents and other products. ***Foreign Language on the Block*** is part of this series.

Foreign Language on the Block is designed to provide assistance to foreign language teachers and school administrators by addressing their concerns as they plan and/or implement block scheduling. It examines the advantages and disadvantages of block scheduling, articulation and scheduling of foreign language courses, instructional strategies, and assessment in foreign languages. An extensive appendix includes sample lesson plans and sample curriculum guides submitted by French and Spanish teachers in North Carolina.

It is hoped that this document will help teachers and administrators make the best decisions to ensure that students have the opportunity to develop communicative and cultural competence in a second language and that it will "increase their schools' capacity to implement quality programs" in foreign language education.

Block Scheduling

Background

The report from the National Education Commission on Time and Learning (1994) makes several recommendations pertaining to the scheduling of time. The following is one of these recommendations:

> Schools should provide additional academic time by reclaiming the school day for academic preparation.

In addition, research by Karweit (1985) states that only 38% of the school day is spent in academic endeavors. And that:

> Teachers should be provided with the professional time and opportunities they need to do their job well (Sommerfield, 1994).

Difficulty in Preparing for Effective Instruction

For years, teachers have stated that it was increasingly difficult to prepare effective instruction for several different classes composed of up to 150 students per day. Canady and Rettig, in their book *Block Scheduling: A Catalyst for Change in High School*, suggest that it is an equally demanding task from the students' perspective.

> We ask students to prepare for six, seven, or eight classes daily. We ask them to adapt to the teaching styles, academic expectations, and classroom management techniques of six, seven, or eight teachers every day. We ask students to change desks and chairs six, seven, or eight times a day. We ask students to adapt to different lighting and different heating and cooling systems six, seven, or eight times per day.... What teacher (or adult for that matter) would stand for such a system?

Premises

Block scheduling rests on the premise that it would give teachers more instructional flexibility (Sizer 1990, Carroll 1990), reduce the fragmentation of the day, and allow teachers to adapt their instructional strategies to address the different ways in which students learn.

Block Scheduling in North Carolina

In North Carolina, the interest in Block Scheduling became apparent after the State Board of Education decided to increase the graduation requirements from 11 to 14 courses in 1991. The increased number of graduation requirements made it that much more difficult for students to select electives and/or to concentrate on extended study of one discipline.

Percentage of Schools

According to the December 1994 report, *Block Scheduling in North Carolina High Schools*, over 60% of North Carolina's high schools will be implementing some form of block scheduling by 1995-96.

What is Block Scheduling?

This report states that "Block Scheduling, sometimes referred to as 4x4, concentrated curriculum plan, or semester plan, is a reorganization of school time that is increasingly being adopted by North Carolina public high schools." The typical 4x4 schedule consists of "four blocks of 90 minutes each (see figure 1). By doubling the length of class periods, students complete the equivalent of four 180-day courses every 90 days. After the first session ends, students take four new courses in the second 90-day session" (Edwards, 1995).

Blocks	First Semester	Second Semester
Block I	Course 1	Course 5
Block II	Course 2	Course 6
Lunch		
Block III	Course 3	Course 7
Block IV	Course 4	Course 8

Figure 1: 4x4 Block Schedule

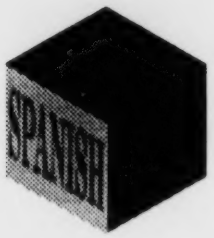
Another version of block scheduling involves eight blocks taught on alternate days (A/B days) throughout the year (see figure 2).

Days	A Day Mon.	B Day Tues.	A Day Wed.	B Day Thurs.	A Day Fri.	B Day Mon.
Block I	Course 1	Course 2	Course 1	Course 2	Course 1	Course 2
Block II	Course 3	Course 4	Course 3	Course 4	Course 3	Course 4
Block III	Course 5	Course 6	Course 5	Course 6	Course 5	Course 6
Block IV	Course 7	Course 8	Course 7	Course 8	Course 7	Course 8

Figure 2: A/B Block Schedule

North Carolina Instructional Time Requirement

In North Carolina, the traditional school day calls for five and one-half hours of instructional time daily. School systems implementing Block Scheduling have to request a waiver from the State Board of Education from the 150 hours of instruction required for a unit of credit (Carnegie Unit).



Advantages and Disadvantages of the Block Schedule

Advantages to Teachers

The benefits of block scheduling for teachers can be broken down into two categories: organization of the school day and delivery of instruction. In addition, block scheduling yields special benefits for foreign language instruction.

Organization of the school day

- The 4x4 schedule presents a more manageable schedule (Edwards, 1993).
- Teachers have fewer preparations and more planning time. They teach three classes of 90 minutes and plan for one 90 minute period, therefore, 25% of their time can be devoted to planning.
- The average class size drops from 29.8 to 24.5 students according to the *Report on Block Scheduling in North Carolina*, 1994. However, the report cautions that "...elective courses may actually increase in average class size."
- Teachers have fewer students within a semester, consequently they have fewer papers to grade in a 4x4 schedule.
- There seems to be an improvement in discipline and dropout rate seems to decrease.
- The number of class changes is reduced, therefore limiting the possibilities for discipline problems since most disruptions occur during that time of transition.
- Schedules for itinerant teachers can be modified to limit travel time. On a 4x4 plan a teacher can be assigned to one school each semester; on an A/B schedule, teachers can be assigned to one school one day and to another school the following day.
- Less time is devoted to administrative duties (roll-taking, absence slips, etc.)

Delivery of Instruction

- Teachers have fewer students, thus they have the time to know their students better, to focus on their needs and learning styles, and to advise them as needed.
- There is more time for quality instructional time because there is less wasted class time.
- There is more class time to conduct extended activities such as seminars and projects.
- The reduced teacher workload frees time for improving the delivery of instruction and may include team teaching, interdisciplinary studies, and cooperative teaching strategies.

Advantages to Students

The same two categories of advantages can be applied to students enrolled in a school with block scheduling.

Organization of the school day

- Students can take four courses per semester for a total of eight courses per year instead of six, therefore earning more credits toward graduation.
- Students have twice as many opportunities to complete the required courses if they fail a subject.
- Students have a limited number of class changes, therefore the likelihood for disruption and disorderly conduct in the halls is lessened. Time used for class changes is incorporated within the instructional time.

Delivery of Instruction

- Students have fewer tests, quizzes and homework assignments since their study load has dropped from six to four classes daily.
- Students might be able to complete one year of post secondary study in addition to their high school program (through AP or courses taken on a college campus, for example).

- Students benefit from a multitude of instructional strategies used to address the variety of ways in which they learn.
- There is more time for the development of meaningful rapport between students and teachers.
- Students benefit from a less fragmented curriculum.

Special Advantages for Foreign Languages

While block scheduling offers a variety of benefits for all teachers and students, there are some advantages which are especially promising for foreign languages.

- There are more opportunities to offer and take advanced courses (see figure 3 below). In Wake County, a Fuquay-Varina teacher reports that her enrollment has increased dramatically in the upper levels of Spanish.

	180 Day Courses	90 Day Courses
9th Grade	FL Course 1 (2Semesters)	FL Course 1 (1st Sem.) FL Course 2 (2nd Sem.)
10th Grade	FL Course 2 (2Semesters)	FL Course 3 (1st Sem.) FL Course 4 (2nd Sem.)
11th Grade	FL Course 3 (2Semesters)	FL Course 5 (1st Sem.) FL Course 6 (2nd Sem.)
12th Grade	FL Course 4 (2Semesters)	FL Course 7 (1st Sem.) FL Course 8 (2nd Sem.)

Figure 3: Opportunities for extended studies in one language

- Students have an increased number of possibilities for selecting electives. Under the block scheduling there are 32 different slots (8 per yr x 4) for course work as opposed to 24 (6 per yr. x 4) under a traditional schedule.
- Students have more time and energy to internalize the language.

Disadvantages to Teachers

Teaching and learning on a block schedule present many challenges to teachers and students alike. The following have been mentioned by teachers in North Carolina:

- Less total class time (30 hrs. less) because 180 days of a traditional 55-minute period amount to 165 hours while 90 days of a 90-minute period total 135 hours. Therefore, there is less time to "cover" the book.

- Longer time needed to plan for classes.
- More difficult to place transfer students.
- Harder to make up absences.
- Problematic scheduling of AP courses since AP exams are given in the Spring.
- More classes to plan for over the course of one year (five in a traditional schedule vs. six in a block schedule).
- In an alternate day setting, teachers still have to teach 150 students every other day, and still have the same amount of paperwork to correct and have the same amount of administrative paperwork to handle every other day.

Disadvantages to Students

Students can also be adversely affected by block scheduling; they report the following:

- They have more extensive homework to complete daily in each discipline eventhough the number of homework assignments has dropped from six to four.
- They find it harder to make up absences.
- In an alternate day setting, they still have to prepare for six classes every other day, and still have the same number of tests, quizzes, etc.
- They may become bored easily if the teaching methods are too teacher focused.
- Some students have a more difficult time keeping up with the faster pace that is inherent to block scheduling.

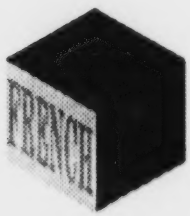
Concerns for Foreign Languages

There are several areas of concern which specifically affect block scheduling and foreign language education. These concerns need to be taken in consideration when planning a quality program. They are listed as follows:

- Sequencing for foreign language courses. It is especially important when planning the schedule to ensure that courses are offered sequentially so that students have the option to continue the study of the language without long time lapses. It is equally important for students to realize that extended interruptions will impact onto their level of language proficiency.

- Availability of courses. Students pursuing more advanced levels of language study are frequently enrolled in advanced courses in other disciplines. For this reason, it is essential to guarantee that singleton courses in the upper levels are scheduled in order to avoid potential conflict. In addition, students who delay their study of the foreign language until the last two semesters of their senior year, must have the courses available to meet their college requirements.

- Development of language proficiency. Foreign language teachers have been the most vocal group in their opposition to block scheduling. They are greatly concerned about the possible impact of the block schedule onto the development of language proficiency. Foreign language educators believe that language development occurs during a long, uninterrupted sequence of language study. At this time, there is no data, other than anecdotal, to support the positive or negative effects of block scheduling on language development.



Articulation and Scheduling

Articulation Concerns

Teachers on block scheduling have found articulation of foreign language courses to be a thorny issue. This issue is especially troublesome for foreign language teachers who teach on a 4x4 semester system. The alternate day (A/B day) is less bothersome because it is set over one year.

Foreign language teachers are concerned that unless students avoid long interruptions in foreign language learning, language loss will prevent students from reaching the necessary goals for functioning effectively at the next level of instruction.

In addition, they feel that students who do not take the foreign language courses sequentially (i.e., who wait several semesters or one year in between courses) will be placed at a disadvantage when enrolled in a class with students who have just completed the course the previous semester.

Foreign language teachers in North Carolina add that the difference in language proficiency between students who have a lapse in language courses and those who have just completed the course is most widely observed with students at the beginning levels of language. Students in advanced levels register an initial disadvantage which quickly disappears.

Retention

Anecdotal accounts of students' language retention seem to point out that the loss of language is no greater after a one or two semester break than it would be after the summer recess. Canady and Rettig quote research dealing with retention rates at the college level "Students retain 85 percent of what they had originally learned after four months and 80 percent of what they had originally learned after eleven months" (Semb, Ellis, and Araujo, 1993). Canady and Rettig also point to another study which states that students have a tendency to forget the factual information they have learned very quickly. Whereas, when students have been involved in critical thinking and have had an opportunity to internalize information, they retain the information longer (Conway, Cohen, and Stanhope, 1991).

However, teachers have voiced concerns that the issue of retention may be a problem for the slower students, as well as for the exceptional students. North Carolina teachers (1995) feel that the better students can adjust to the new schedule whereas other students may display noticeable language loss and experience difficulties with the fast pace of the class. Certainly, these findings have many implications for the language teacher.

Guidelines

In addressing the issue of articulation, it is of utmost importance to establish guidelines to help students make the best decisions for their high school career. In addition, foreign language teachers must work with the administration, guidance counselors, parents and with appropriate committees to ensure that the scheduling of foreign language courses provides students with the opportunity to continue the development of their language skills.

Foreign language teachers in Chatham County, recognizing the need to guide students, have developed a leaflet to assist students in registering for their foreign language courses.

Scheduling Issues

The following issues must be considered when scheduling foreign language courses:

- **Course sequence**
  (1) Availability of courses
  Courses must be available and scheduled sequentially to ensure smooth articulation between the various levels of language. When the beginning levels of language are offered each semester, students can plan their language study without suffering from extented time interruptions.

  (2) When to begin language instruction
  When students begin and end the course sequence will be largely affected by their previous involvement with languages. Students who have had an elementary and/or middle school experience may place directly into a level II or III at the high school. Therefore, they will need to have the opportunity to continue their study at more advanced levels of language.

(3) College bound students
Students who are not interested in extended language study, but who are planning to attend college, may consider completing the college foreign language requirement within their last two years of high school. This could impact greatly on the enrollments in levels I and II, therefore, the availability of those courses will need to be closely examined to guarantee that there are no conflicts with singletons courses in other areas needed or recommended for college entrance.

- **Class size**
  Foreign language teachers in North Carolina are reporting increased enrollments at all levels of language. Consequently, in the absence of additional faculty, class sizes are also affected. Because the beginning levels of language are so focused on the development of oral/aural skills, students must have the opportunity to be directly involved with the language in a variety of ways. Smaller classes can promote the interaction needed for the successful development of language skills.

- **Combination classes**
  In many instances, advanced levels of language do not have enough students registered to warrant scheduling individual classes. When necessary, advanced levels can be combined provided the students' levels of language are not too far apart. Levels III/IV or IV/V combinations are usually more effective in promoting language growth than levels II/IV combinations.

  Foreign language teachers in NC note that levels III/IV or levels IV/V combinations are widespread. In several instances, teachers mentioned that they have taught a combination IV and AP.

Scheduling Options for Foreign Languages

There are many ways to schedule for the block. The vast majority of North Carolina schools have chosen the 4x4 with the four courses per semester option over the A/B alternate scheduling because it provides for continuity of daily instruction. Following are several options for scheduling foreign language courses on the block. Sample schedules used in North Carolina and elsewhere can be found in Appendix A, page 49.

- Adding additional levels of language (see figure 3, page 7 for extended studies in one language).

- Three 90-minute blocks. The remaining block is broken down into two 45-minute periods offered throughout the year as singletons to address selected courses needing continuity such as foreign languages and band (see figure 4 below for 4 blocks with 2 singletons).

	1st Semester	2nd Semester
Block I (90 min.)	Course 1	Course 2
Block II (90 min.)	Course 3	Course 4
Lunch		
Block III (45 min.)	Course 5	Course 5
(45 min.)	Course 6	Course 6
Block IV (90 min.)	Course 7	Course 8

Figure: 4 Blocks with 2 Singletons

- Schoenstein, in a recent ACTFL Newsletter (1996), recommends that students take "the first two years of language instruction (levels I and II) in back-to-back semesters."

- A teacher recently shared this schedule over an electronic listserv. This specific schedule is designed to ensure articulation between the different courses:

  Teacher Schedule
  First Semester: Spanish 1, Spanish 1, Spanish 3

  Second Semester: Spanish 2, Spanish 2, Spanish 4

  In this system, many schools require students to commit to a full year of language instruction when they register to ensure that the language sequence is not broken.

- Another option is to offer first and third year classes during the second semester and second and fourth year classes during the first semester. With this scheduling option, a student takes the first course and only misses a summer of instruction before the second one.

- Rettig and Canady suggest enrollment in college courses when the foreign language courses are not available at the high school level for continued or extended study.

AP Courses

Concerns about Advanced Placement (AP) scheduling are prevalent and they are compounded when students are enrolled in several AP courses during the same calendar year. Concerns arise when students take an AP course in the fall. How will they perform on the AP test which is traditionally scheduled in May? Will the students have forgotten the information learned during the fall course? However, if students wait until the spring semester to take the AP course, will they have "covered" enough material by early May to do well on the AP test with two or three weeks still remaining in the course?

College Board Response

When contacted about this issue, the College Board stated that "When and if there is evidence that January examinations would prove to be a benefit to substantial numbers of students and schools, AP Program staff will present a proposal to the College Board's trustees." At the present time, the AP Program staff feels that the number of students on block scheduling who are interested in AP testing is too low since it represents only 3% of the total number of students taking the AP examinations.

Scheduling AP Courses

Scheduling foreign language AP courses can be done in a variety of ways. Following are a few suggestions:

- AP courses on the 90-minute block taught in the fall with refresher sessions offered prior to the May tests.
- Another option is to offer AP in the spring in a 90-minute block and in the preceding fall, offer AP Prep. In these two options the AP Prep/refresher session will not get the same weight as a regular AP. This may be a potential problem for students who seek to maintain a high grade point average (GPA).
- Offer AP for both the fall and the spring semesters and divide the course content into two halves.
- Offer three 90-minute blocks and break the remaining 90 minute block into 2 singletons of 45 minutes each to be taken throughout the entire year. AP can be scheduled during the singleton period.

- Wesson High School in Colorado Springs, Colorado addressed the AP scheduling dilemma by dividing the year into four nine-week terms (a regular semester has 18 weeks). Students can get the same credit as before, for AP but the class lasts for the equivalent of three nine-week terms instead of two. The students take a variety of nine-week electives during the first term.

Roger Schoenstein, chairman of the foreign language department at Wesson High School reports that with this added time "our AP students are doing much better, as you would expect. Before the block, an average of 26 percent scored 4s and 5s on the AP exams; in the past four years, that percentage has increased to 37 percent."

- Clarence M. Edwards, Jr. in his article "Virginia's 4x4 High Schools: High School, College, and More" suggests the following scheduling option (see figure 5, page 16) for students who are pursuing AP in several disciplines and who are planning to enter a very competitive and rigorous four-year institution. Adaptations to the following schedule would have to be made to conform to the North Carolina graduation requirements.

Sample AP Schedule

Figure 5: Advanced Studies (Advanced Placement) A 23-Credit Diploma (Semester-Length Courses and 4 Period Day)

Grade 9	Grade 10	Grade 11	Grade 12
1st Session (90 Days)			
English 9	English 10	English 11	AP English Prep
Earth Science	Geometry	AP History Prep	AP Language Prep
PE/Health 1	Chemistry	Language 1	AP Calculus Prep
Algebra 1	Elective	AP Biology Prep	Physics
2nd Session (90 Days)			
World History	PE/Health 2	Pre Calculus	AP English 12
Biology 1	Adv. Math/Trig.	AP US History	AP Language
Algebra 2	Adv. Chemistry	Language 2	AP Calculus
Elective	Elective	AP Biology	US Government

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NC Requirements for Graduation

Beginning with 1995-96, North Carolina's students must meet the following requirements for graduation:

English	4 units
Math	3 units
Social Studies	3 units
Science	3 units
PE/Health	1 unit
Electives	6 units
Total:	**20 units**

NC Sample AP Schedule

A sample schedule for a student enrolled in North Carolina's schools could be similar to the one shown below.

Grade 9	Grade 10	Grade 11	Grade 12
1st Session (90 Days)			
English 9	English 10	English 11	AP English Prep
PE/Health	Geometry	Elective	Chemistry
Algebra I	Elective	AP US Hist. Prep	Advanced Math
Elective	Language 2	Language 4	Language 5
2nd Session (90 Days)			
Physical Science	World Studies	Algebra II	AP English 12
ELP	Biology	AP US History	Gov./Econ.
Elective	Elective	Elective	Elective
Language 1	Language 3	Earth/Envir. Sc.	AP Language

Figure 6: Sample schedule for a NC student enrolled in AP classes.

Prep Classes and AP Courses

The issue of scheduling AP classes and AP Prep classes is different for AP Language and for AP Literature. In AP Language, the examination focuses on the communication skills of listening, speaking, reading, and writing. Because language development is a long term process and the skills have developed over time, no "cramming" would help a student to do better on the test. Thus, scheduling an AP class in the spring without the benefit of having an AP prep class in the fall should not have an impact on the final results.

With AP Literature, a definite course content and an extensive reading list have to be "covered" to ensure success for the students. Because students in block scheduling have fewer contact hours to cover the same material, there is a need to schedule an AP Literature Prep. This additional time affords students the opportunity to familiarize themselves with all the suggested literary works.

Articulation and the Standard Course of Study

Traditionally, teachers are used to organizing lesson plans to be delivered during a 50-minute class period. Teachers on the block scheduling option have expressed concerns that they will not meet instructional objectives outlined by the Standard Course of Study and that, consequently, students will not have the necessary base to function effectively at the next level of instruction. Therefore, articulation between courses first entails a close examination of the course content and then a decision regarding academic pacing.

Examination of Course Content

Because the course length has been shortened by 30 hours, careful examination of what students should learn at each level of instruction must take place. Research on retention stresses that factual information is forgotten very quickly whereas concepts involving a higher level of thinking are retained longer; therefore, the foreign language teacher should"selectively abandon " the teaching of material which carries little relevance or which is too discrete in nature. Instead, more time can be devoted to helping students function at higher levels of thinking and to providing them with multiple opportunities to internalize the language.

Curriculum Guides

In Richmond County, prior to moving into a block schedule, foreign language teachers developed curriculum guides for each level of language (see Appendix H, page 101 for samples). Teachers met, discussed, and selected realistic goals, objectives, content, and activities for each level of language. They organized their curriculum into units centered around a theme or a topic. In doing so, they had to re-evaluate very carefully the material they had traditionally taught.

Academic Pacing

Changing the curriculum from 36 weeks to 18 weeks can present a real challenge to teachers. To help teachers organize the new courses and to help them adjust to the new time frame, many school systems are developing pacing guides (see Appendix F, page 89 for sample forms). Pacing guides organize the information to be taught weekly according to the new time frame. In addition, the pacing guides allow teachers to "stay on task" with their goals and objectives for each level.

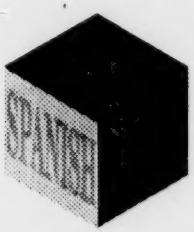
Absences and Tutoring

With block scheduling, the need to make up missed work rapidly becomes crucial. Students could fall drastically behind in their courses because of absences lasting a few days. However, one of the advantages of this scheduling option rests with the fact that students who miss a day of school have fewer courses to make up. The following are some examples on how North Carolina foreign language teachers are dealing with make-up work and tutoring:

- One Wake County teacher prepares a daily packet of all materials missed by the students. It is then the students' responsibility to make an appointment to receive help.
- Another teacher in Mecklenburg County works with students during her daily one-hour lunch time. She uses that time to tutor, test, and re-test.
- Another teacher in Henderson County uses before and after school time to help his students with make-up work.
- A teacher in Robeson County sets aside one hour on Wednesday afternoons where she, along with five or six "peer teachers," are available to help. The peer teachers are selected from her top students. Students needing assistance sign up to receive assistance. The teacher reports that this arrangement works well for all the students involved.

Planning Time for Teachers

In their article "Implementing a Semesterized Block Schedule: Six Key Elements," Cunningham and Nogle recommend allotting time for adequate planning before and during the school year. They suggest a mix of "individual planning time, departmental planning time, or cross-curricular planning time. This planning time can be formal during in-service days, or informal with teachers getting together over lunch." Canady and Rettig recommend that during the first year of implementation, a teacher is given no more than two different levels for which to prepare because the preparation is so intensive for each level.



Adjusting to the Block
Methodology and Instructional Strategies

Training

The success of block scheduling will be determined by the ability of teachers to incorporate a variety of teaching strategies within the new allotted time frame. To make this transition, teachers should receive extensive training to help them expand their teaching repertoire so that they can serve the needs of their students better. A NASSP study of the Restructuring of the American High School (1996) states:

> Ultimately, the responsibility for implementing instructional strategies rests in the hands of individual teachers who should prepare themselves well and be able to utilize a variety of strategies, in addition to lecturing, for effective student learning.

Staff development can include some of the following topics: cooperative learning, curriculum integration, team teaching, assessment, learning styles and multiple intelligences, as well as the use of technology.

How Children Learn

Much research has been done dealing with how children learn best. In his book *Frames of Mind,* Howard Gardner theorizes that there are many forms of intelligences and that:

1. All of us possess these intelligences and can use them productively.
2. Most people can develop each intelligence to an adequate level of proficiency.
3. Intelligences usually work together in complex ways.
4. There are many ways to be intelligent within each category.

The seven intelligences identified by Gardner are: Verbal/linguistic, logical/mathematical, musical/rhythmic, visual/spatial, bodily/kinesthetic, intrapersonal, and interpersonal.

Traditionally, schools have taught to the students who are verbal/linguistic and/or logical/mathematical and many of our students have become labeled at risk, low achievers, or unmotivated because they were not taught in the ways in which they learned best. If we believe that all students can learn, then it is our responsibility to address each student's particular way of learning.

The Foreign Language Advantage

Foreign language teachers are at an advantage in addressing the different ways in which students learn since traditionally they have used varied activities to help their students develop listening, speaking, reading, and writing skills. The lecture style of instruction has always been I imited even though the amount of teacher talk is still substantial. However, one must keep in mind that true learning does not take place if teaching is reduced to dispensing facts and drill of skills.

Focusing Instruction

While we recognize that a 90-minute class has to include more activities, too often, switching to a longer time frame means adding additional unrelated activities. It is important to remember that the various activities will not help students internalize the language unless the activities are related in their focus and unless they have practical applications inside and outside the classroom. It is when language is recycled in many different and meaningful ways that students begin to make the language theirs.

Lesson Plan Suggestions

To address this point, Canady and Rettig (1995) recommend a three part lesson plan which includes:

1. Presentation of material by the teacher
2. Application of information
3. Synthesis and closure

They recommend that the application phase be especially stressed since it is with this phase that students have the opportunity to internalize information.

A sample lesson format is displayed in figure 7, page 24. Additional formats and sample lesson plans from NC teachers are included in Appendices B and C, pages 55-82.

The 90-Minute Class

For the successful 90-minute class, it is important to consider the variety of activities as well as the time element. "Classes of 90 minutes are best divided into three 30-minute sections, two 45-minute sections, or three 20-minute sections with a 15-minute opening and closing" (Gerking, 1995). Time should be divided to include interactive and independent activities. In addition, teachers will want to incorporate the proper mix of active vs. "downtime" activities.

The qualities of an effective 90-minute lesson plan are as follows (source unknown).

- *Variety*
  Mental and physical activities, center of attention (teacher, single student, group presentations, guest speakers), learning styles, blocks of time, intensity.

- *Transitions*
  If you are moving from one activity to another, you are going to lose some people UNLESS you make your transitions smooth, logical, and clear to students.

- *Time to Present Information*
  Don't get so wrapped up in student-centered activities that you forget to plan time for presenting new information (by the teacher or a student.)

- *Time for Student Practice*
  90 minutes allows more time for teacher-guided practice in the classroom.

- *Time for Review and Closure*
  Remember to review the previous day's activities, as well as those of the current lesson, to keep students thinking about where they have been and where they are going.

- *Wise and Careful Planning*
  Don't fall into the trap of thinking, "oh, we've got 90 minutes so we don't have to start as quickly as we used to"--you still need to use all that time in the most educationally sound manner possible.

Physical Well-Being

The students' physical well-being cannot be overlooked. While it is not necessary to take a formal break within the class, teachers from Northwood High School in Chatham County recommend scheduling structured opportunities for movement in the room. Such physical activities could include the moving in and out of cooperative activities, the reorganization of desks for projects or viewing of video segments, the assignment of work at special stations, etc.

LESSON PLAN

Teacher: _____ Subject: _____

Lesson Focus/Topic(s):

Language Objectives:

Learning Context (Relationship to unit, area of study, sequence):

	Strategies/Activities	Time	Materials
Introduction/Warm up			
Guided Practice			
Switching Gears			
Assessment			
Closing			

Figure 7: Sample Lesson Plan Format

I. METHODOLOGY

Communicative Competence

The goal of the North Carolina foreign language program is to develop communicative competence in another language. To develop the ability to communicate in another language, language functions needed for daily survival in the language are stressed over the linguistic form. Students are often placed in real-life situations where negotiation of meaning becomes of key importance.

Methods

Over the years, many approaches and methods have been applied to the teaching of another language. North Carolina's teachers are often using an eclectic approach, combining elements of various methods such as the Grammar-Translation Method, the Direct Method, the Natural Approach, and Total Physical Response (TPR).

Natural Approach

The Natural Approach, designed by Krashen and Terrell (1983), is based on the theory of second language acquisition. Its primary goal is communicative competence through language acquisition rather than language learning, i.e., the ability to use grammar rules rather than the conscious understanding of the rules. It moves the students from the listening mode to the speaking mode by first involving students in comprehension activities requiring no language then moving to questions requiring single word answers, either/or questions where the answer is provided, and finally moving students into speaking in phrases and sentences without error corrections. With this methodology, students are expected to acquire the language rather than learn about it.

TPR

Gina Doggett, in the ERIC Digest article "Approaches to Language Teaching" (1986), describes the TPR (Total Physical Response) method as follows.

> Asher's approach begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing. Students demonstrate their comprehension by acting out commands issued by the teacher; teacher provides novel and often humorous variations of the commands. Activities are designed to be fun and to allow students to assume active learning roles. Activities eventually include games and skits.

II. INSTRUCTIONAL STRATEGIES

There are many existing strategies which can be applied to teaching on a block schedule. The following are a few examples:

Cooperative Learning

The September 1992 ERIC Digest defines cooperative learning as:

> ...Students working together in small groups on tasks that require cooperation and interdependence among all individuals in each group. Students help each other to complete learning tasks and are rewarded for providing that help (Jacob & Mattson, 1987).

Research

Research in the area of cooperative learning stresses that cooperation promotes higher achievement than interpersonal competition or individual efforts.

Components

The essential components of cooperative learning are:

a. Positive interdependence
b. Face-to-face interaction
c. Individual accountability
d. Interpersonal and small group skills
e. Group processing

Strategies

The implementation of cooperative learning can include some of the following strategies:

- **Round-Robin:** Round-robin is designed to keep team members equally involved throughout an activity, and teaches the skill of taking turns.

  An example in a foreign language class could be to divide the class into groups of five and to give each person within the group a different color magic marker. One after the other, students would be asked to write down an idea to be incorporated into a group task.

- **Basic Jigsaw:** Form groups of six (home team). Ask the students to count off, numbering themselves one through six. Give directions that all one's will go to table one, all two's to table two, etc. At the

new table configuration, participants learn the information and become experts. Time will vary according to the complexity and volume of material. After a given amount of time, participants return to their original tables (home team). Each participant who is an "expert" on the topic teaches the others at the table the information just learned.

- **Numbered Heads Together:** This strategy allows for students to review. Students are put in groups, and each student is given a number. After a question is asked or a task assigned, the group works on the task. The answer is given only by the student with a specific number, i.e., the students with the number "three" in a group would answer the question.

- **Learning Partners:** This strategy is usually done with student pairs. Students may be assigned a number (1 or 2). Ask students to turn to their partner and ask him/her something about the assignment, to describe how to do what you have just taught, to summarize the 2-3 more important points of the discussion, or whatever fits the lesson.

- **Team Practice and Drill:** In this model, the learning of the material is up to the group. Following a traditional lesson, each group gets together to practice.

- **Bookends:** Before a film, lecture, large group class discussion, or reading, have students summarize with their partners (2-3) or group (4-5) what they already think they know about the subject and come up with questions, discuss new information, and formulate new questions. The thinking strategy K-W-L works well here.

- **Line up:** This activity can be done fairly quickly. The teacher asks the students to line up according to their birthday, height, etc. Students go around the room interviewing one another and line up accordingly. The teacher can then confirm by asking each student to state the information.

- **Four corners:** This is a movement activity. Each student moves to a corner of the room representing a teacher-determined alternative. Students discuss within corners, then listen to and paraphrase ideas from other corners.

Group and Pair Work

There are many acknowledged advantages to group and pair work.

- They create a more positive and less threatening environment
- They encourage multiple points of view.
- They motivate the students by increasing the amount of conversation and enriching the variety of practice. This is especially important if we consider that under a 4x4 or alternate day scheduling, students receive 30 hours less of instruction.

Group and pair work are often mislabeled cooperative learning. Traditional learning groups place more emphasis on the task and less on positive interdependence and group processing. Often the social skills are assumed and/or ignored. There is less individual accountability in this setup. Some suggestions for group and pair work in the foreign language class include the following:

a. **Interviewing/surveying** classmates in the target language to obtain information.

b. **Role playing** according to given or invented situations. In her book *Testing and Teaching for Oral Proficiency,* Judith Liskin-Gasparro suggests the following guidelines when creating role play for novice students.

(1) Connect the role play to the theme and language that students have recently learned. Reduce the need to say something they have not yet learned.

(2) Direct the conversational exchange.

(3) Write the instruction so that students repeat a pattern or structure several times.

(4) Incorporate courtesy formulae.

Students at the intermediate level can perform with more success when the role plays meet the following guidelines.

(1) Pick a context. First line of introduction sets the scene and is addressed to the students.

(2) Write broad, open-ended instructions for the students' part. Students have to create with the language.

(3) Make sure the students ask most of the questions

Technology

Technology is revolutionizing the way we live, and we must look at ways to integrate it into the teaching and learning process. Block scheduling provides an ideal opportunity to involve the students in the use of technology through CD-Roms, the Internet, E-mailing to pen-pals in different states or countries, laser discs, videos, multimedia, and School Television (STV) programs.

Computers

Integrating technology throughout the instructional program helps students feel more comfortable and enjoy using 21st century technology. For this reason, computers should be incorporated into the classroom activities. They can be used to access new information, but they should also be available as word processors to type, edit, organize written information and with other software tools, such as spreadsheets, data bases, and graphics software which can be used to create charts and graphs. They also can be effective with multi-media presentation software or with software programs designed to offer tutorials and/or enrichment activities for students who need additional involvement with the language.

Internet

Modern technology and the Internet offer an additional advantage to the language learners by enabling them to access a wide range of information that is current and relevant and a variety of authentic materials which may not otherwise be available to the language students in North Carolina. In addition, it is a powerful motivator for students who are used to an electronic society and who may not be challenged by the exclusive use of the high school textbook.

Technology can enhance second language instruction and foster communicative competence by allowing the students to interact with locations and people worldwide and therefore promoting the use of language in real life situations with a "real" purpose.

Activities for the Internet

The ASCD video-based program *"Teaching and Learning with the Internet"* suggests the following educational activities to be realized through the Internet:

- **Keypals**, which help students understand their peers in other parts of the world by exchanging e-mail messages over the Internet.
- **Global Classrooms**, which provide a way for large groups of students from different countries to discuss a topic selected by the teacher.
- **Internet Databases**, which provide students with access to more, and more current, information than could ever be possible through textbooks.
- **School-Based Internet Home Pages**, where students make their work accessible to students, schools, and communities around the world.

Multimedia

The use of technology should not be limited to the students; teachers can integrate technology throughout the instructional program by preparing materials using software programs such as Microsoft Works, Writing Center, KidPix, Hyperstudio, Powerpoint, and Persuasion in order to enrich the existing curriculum. Students can also use those programs to create multimedia presentations for the whole class, the community or another audience outside of the classroom setting. Once they select the presentation format for their project, they can use Quicktake cameras, camcorders, audio recorders, a scanner, etc. so that they can capture live data out in the world, bring it back, incorporate it into their project, and work with the living language instead of textbooks and workbooks.

A foreign language teacher in Langley, WA, states that with the 90-minute block scheduling, she has more flexibility to use computers and technology. She organizes her classroom in four stations: computers, listening center, small TV, and conversation. This arrangement fosters a more student-oriented classroom and allows each student to interact with modern technology.

A unit titled *You and Your Community* involving foreign languages and technology is included in Appendix D, page 83 along with a short list of resources page 83.

Other Media

The use of videotapes, movies, STV, satellite and television programming in the foreign language (Univisión, French-TV Magazine, Spanish-TV Magazine, etc.) can enrich the learning experience provided they are shown when appropriate and with a specific purpose in mind. Listening comprehension activities, oral discussions, and written assignments can contribute to the development of the language skills when they accompany the video or film. For maximum benefit, a video or film shown in English should be paired with language activities, thus reinforcing the tenet that language and culture are inseparable.

Curriculum Integration

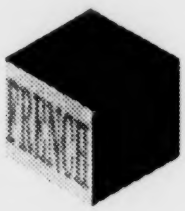
As stated in the *Standards for Foreign Language Learning: Preparing for the 21st Century*, "Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally." The foreign language can be the means to expand and deepen the students' understanding of other areas rather than being the focus of instruction. Foreign language teachers need to recognize the possibilities for making connections among disciplines. They can collaborate with teachers from other content areas to develop integrated units reinforcing concepts, content and skills. But, within their own classroom, they can also allow for integration by strengthening logical and natural links with other disciplines. However, the need to be familiar with goals, objectives, themes, and skills from a variety of disciplines is of utmost importance when planning for integration.

A sample lesson integrating the topic of immigration (ELP) with foreign language instruction is included in Appendix D, page 75.

Active Learning

Active learning is based on the constructivist's view that "...Learning becomes an active process in which meaning is developed on the basis of experience" (Bednar, Cunningham, Duffy, and Perry, 1993, p. 5). Students are actively engaged in the learning process instead of sitting passively while the teacher lectures and they exert some autonomy and choice within the learning environment. The responsibility for learning shifts from the teacher to the learner. When learning, students have to relate the new information to their prior knowledge. For this reason, learning cannot be decontextualized and limited to memorizing verb endings, vocabulary lists, and parts of speech.

The document *The Block: Possibilities for High School Instruction* suggests involving students in the learning process through a variety of ways, including cooperative learning, interactive lectures, questioning, critical thinking, problem solving, and role-play. In an active classroom, students are empowered to take charge of their learning. With this newfound responsibility comes dignity, energy, self-management.



Program Evaluation and Student Assessment

Research

There is limited research on block scheduling since it is a relatively new approach. However, the initial data collected at Orange County High School in Virginia are positive and suggest that "Students are completing more courses... Grades are going up... More students are taking and passing Advanced Placement exams" (Edwards, 1995). However, in their 1994 report, *Block Scheduling in North Carolina*, the Accountability Division of the North Carolina Department of Public Instruction feels that it is too early to make any conclusive statements about the long term effects on student achievement. It made the recommendation to continue compiling data over the next three to five years to develop a better understanding of what works.

Program Evaluation

Because a very small data-base exists pointing to the benefits and/or disadvantages of such a scheduling option, it is essential for foreign language teachers to include a program evaluation component. This evaluation should assess the schedule's effectiveness. In his article "Ten Guidelines for Implementing Block Scheduling," Hackman (1995) states:

> You may use a variety of indicators to evaluate the schedule's effectiveness. Determine these indicators before the schedule is in place so that you can provide baseline data. Building-wide measures include student discipline referrals; attendance data; student enrollment in upper-level courses; grade point averages; standardized test scores; honor roll data; self-esteem indicators; and feedback from surveys of teachers, parents, and students.

Role of the Foreign Language Teacher

Foreign language teachers need to collect data and to follow up to see if the block schedule is fostering the kind of learning that it was set out to do. They may want to examine the following areas:

- Students' performance and level of language proficency on the block schedule as opposed to the traditional schedule

- A record of how well students perform on college entrance/placement exams
- Enrollment in upper level courses
- A record on the availability of sequential courses for students who do not wish to interrupt their language study
- A record on when students opt to enroll in language courses and whether students choose to take the foreign language sequentially without waiting several semesters or one year between courses.

Adjusting the Program

In the event that data do not correspond to the expected outcomes, the school and/or the department need to re-evaluate the program and to incorporate changes necessary for a successful program.

- One school (North Mecklenburg High School), which had been on the A/B schedule for two years, decided to return to a traditional seven-period day (48 min. classes) after their end-of-course test scores fell in core areas.
- Foreign Language teachers in Edgecombe County have drafted a proposal to address the needs of the level I students. After three full semesters on the block, they feel that:

  > ...Students in the first level of a foreign language on the block schedule are literally overwhelmed at the pace of the lessons and the amount of new information to be assimilated.

- Teachers in Cumberland County are sending a survey out to teachers, parents, students, and the community to assess the effectiveness of their program.

Student Learning

On the issue of student learning, foreign language teachers throughout the State are reporting mixed results. Anecdotal accounts relate that even though not as much material is covered, it is actually covered more in depth.

- A teacher from Elizabeth City adds that, with block scheduling, students are learning as much as they did under the traditional schedule and that the different time frame allows for the completion of activities while addressing all the components of language learning.

- A Robeson County teacher states: "Students are learning more with the block but credit needs to be given to new methods used."

- Another teacher adds: "Students' learning varies from student to student. Overall, they are learning less because there is less time to teach, less absorption time, and fewer opportunities for homework."

Ultimately, however, the important issue is how much students have learned, not what the teacher has covered.

Authentic Assessment

The Wisconsin Association of Foreign Language teachers (WAFLT) *Report of the Task Force on Block Scheduling* asserts that the way students are assessed should also change to parallel the new methods of instruction. Performance-based assessment requires the development of new assessment tools and scoring rubrics. Instead of relying on scores on objective tests, teachers can incorporate authentic assessment since it allows students to demonstrate what they can do with the language within a meaningful context. By putting the focus on the students' strengths, a teacher can get a more accurate view of students' achievement, of what they can do and of what they are trying to do. In her book *How to Assess Authentic Learning*, Kay Burke states:

> Recent studies suggest that poor thinkers and problem solvers may possess the skills they need, but they may fail to use them in certain tasks.

For this reason, assessment in a foreign language class needs to address "whole" rather than isolated parts. Testing the students on the different future endings does not guarantee that they can apply this knowledge in a meaningful setting.

Some possible alternative assessments can include portfolio assessment, performance and exhibitions, projects, learning logs and journals, observation checklists, etc.

Portfolio Assessment

A portfolio is a purposeful collection of students' work that exhibits the students efforts, progress, and achievement in several areas. Portfolio assessment, in a foreign language, could include a variety of work samples, essays, compositions, journals, tests, pictures, checklists, projects, performances, audio and/or video tapes in order to gain a more complete view of students' progress.

Burke suggests asking the following questions prior to beginning a portfolio.

1. What are the purposes of using a portfolio?
2. How should the pieces in the portfolio be selected?
3. What specific pieces should be included?
4. What are the evaluation options?
5. How should the portfolio be organized?
6. What are the options for conducting portfolio conferences?

In the foreign language class, portfolios can help teachers and students document growth over a period of several years. Furthermore, when used at the middle school level, they can facilitate the placement of students at the appropriate level once those students reach high school.

Performance Based Assessment

While objective tests are easy to grade, performance-based assessments require a more subjective judgment on the part of the teachers. Thus, criteria and rubrics need to be developed prior to the students' assignments. These criteria define the standards for acceptable performance. It is a good idea to involve the students in the development of the criteria because their participation will empower them by giving them sense of ownership on their own learning.

A sample foreign language rubric assessing a student's oral presentation can be seen in figure 9, page 38.

Projects

Projects in a foreign language classroom are one way to accommodate the students' various learning styles and preferences. They can be student-selected or teacher-prescribed and can include a wide variety of delivery ranging from scenarios, newspapers, audiotapes, news broadcasts, mock interviews, speeches, comedy sketches, dioramas, displays, songs, models, advertisements, brochures, bulletin boards, charts, illustrations, cartoons, and videos to the more traditional reports, essays, presentations.

Through projects students can present "complex information and engage in productive thinking, moving students beyond mere recitation of items learned by rote"(Curry-Samara Model for Developing Middle School Units, 1993).

Criteria

Once again, students can be involved in the development of the project descriptors (criteria) used to evaluate their work. Those descriptors can guide the students as they evaluate their own projects and their peer's (see figure 8 below for sample descriptors). The 90-minute classroom is well suited for the undertaking of projects. The longer time frame allows students to work uninterrupted while affording them the opportunity to show what they have learned and what they can do with what they have learned. To facilitate this activity, a project center could be set up in the classroom to include materials, poster boards, etc.

Sample Criteria

The following chart (see figure 8) illustrates sample criteria developed to evaluate a poster and accompanying text.

PARTS	POINTS	ATTRIBUTES
Title	10 points	Prominent, concise, summarizes main points
Graphics	20 points	Neat, illustrates points, involves the use of colors
Text Content	35 points	Addresses topic, explains the main points, message clearly stated, contains relevant information
Mechanics and Usage	25 points	Accurate spelling, capitalization, and punctuation. Accuracy in basic structures. Brief but concise
Credit	10 points	Includes names and sources

Figure 8: Sample Criteria for a Poster

Sample Rubric

Rubrics can be stated in a narrative format, or can be broken down in different categories addressing the essential components of the task. In foreign languages, rubrics addressing the productive skills could include content and organization, mechanics, richness of vocabulary, grammar, relevance to the task, etc. A chart including those elements is presented next.

0) No response. Task is not addressed. No information is communicated by the student or it is communicated in English. The message is incoherent and cannot be understood at all.
(1) Communicates very little relevant information. Statements are barely coherent. Shows no evidence of organization and employs minimal vocabulary to address the task. Very few statements are structurally correct. There are many unnatural pauses, with halting and fragmentary delivery throughout. Message is barely understood.
(2) Communicates some relevant information with some evidence of organization and structural accuracy. Employs limited vocabulary. The delivery is halting and fragmentary with some unnatural pauses. Some parts of the message can be understood.
(3) Most of the information communicated is relevant with most statements being generally coherent. The information displays some evidence or organization and is generally structurally correct. Employs adequate vocabulary to address the task. There are very few unnatural pauses and most of the message can be understood.
(4) All information communicated is relevant with all statements being coherent, organized and structurally correct. Employs a variety of vocabulary. There are no unnatural pauses, the speech is almost effortless and the entire message can be understood.

Figure 9: Sample Rubric for Oral Performance

Learning Logs

A learning log is a journal in which students communicate how and what they have understood about a concept or a unit of study. Students record data and reflect on what they have learned, what they still have questions about, whether they found the material easy or hard, what part they enjoyed the most and what frustrated them and how this connects to other areas. They write to learn by describing their learning processes. For example, in a foreign language class students could conclude the 90-minute lesson by:

- Listing the key ideas and/or points
- What was difficult and why?
- How they will use this information

Other suggestions involve the completion of statements such as those suggested by Fogarty and Bellanca (1987).

- One thing I'm excited about is...because...
- I hate it when...because...
- This is like a movie I saw...because...

Dialogue Journals

A dialogue journal is composed of written conversations between teacher and student or student and student. Students write as much as they choose about any topic, and the teacher responds to each student asking questions, answering questions, making comments but never evaluating or correcting. Comments are often brief informal, private, direct and center around more subjective topics. Dialogue journals foster "interaction on real topics and issues which are of interest to the learner" (Peyton, 1986) with a focus placed on the message rather than on the form. They give a good indication of students' progress over the course of a year or a semester and provide a means for teachers to discover students' interests and concerns.

Observation Checklists

Kay Burke (1994) describes an observation checklist as "a strategy to monitor specific skills, behaviors, or dispositions of individual students or all the students in the class." She suggests that teachers use observation checklists for "formative assessments by focusing on specific behaviors, thinking, social skills, writing skills, speaking skills..."

Considerations for Planning Checklists

When designing an observation checklist the teacher must determine the kind of behavior(s) or skills he/she is hoping to observe. Some observation checklists may be devoted primarily to the application of the writing process while others may focus on higher order thinking skills or on the use of spoken language within the classroom. Checklists can be used with the whole class, with groups, or with individuals and are most effective when the students are aware, from the onset, of the behaviors and/or skills to be observed. This way, the checklist provide the individuals, the groups, and/or the class with guidelines for self monitoring.

Sample Checklists

A sample individual observation checklist and a sample class observation checklist are provided as follows.

INDIVIDUAL OBSERVATION CHECKLIST

Student Name: Jane Smith **Class:** French III

Person(s) responsible for observation(s) and date(s)

Peer: Marie Dupond **Date:** 10-12
Student (self): Jane **Date:** 11-15
Teacher: B. Morris **Date:** 12-10

Use Frequently (F), Sometimes (S), and Not Yet (NY) to document how often the listed behaviors are observed.

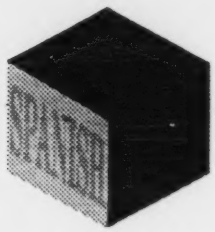
	10-12	11-15	12-10
Listening			
• Recall facts and list details from material heard	F	F	F
Speaking			
• Ask questions and seek information and clarification of meaning	NY	S	S
• Give specific information orally	S	S	F
Reading			
• Obtain information	S	F	F
• Identify main idea and supporting details from authentic materials	F	F	F
Writing			
• Develop an organized summary	NY	NY	S

CLASS OBSERVATION CHECKLIST

Teacher: **Class:** **Date:**

Skills:

Names of Students	Frequently, Sometimes, Not Yet



Conclusion

Block Scheduling: the Benefits

Only recently have educators begun to realize the potential of scheduling to improve schools. As such an attempt, block scheduling affects many aspects of the school environment, organizationally and educationally. Teachers and students alike benefit from many of the features of block scheduling.

Block scheduling allows for concentration and advanced study of languages and, at the same time, opens the doors to more students learning and acquiring language. In this organization, students have more opportunities to work with teachers and with one another and have more time and occasions to internalize the language. Moreover, the variety of strategies used ensures that students' learning styles are addressed.

All these features produce a more relevant, interesting, and, personalized high school experience for students.

Challenges Ahead

However, to believe that simply changing the time frame is the answer to all the ills that plague schools, is wishful thinking. Adopting block scheduling is not problem-free. Many obstacles remain. For example, issues such as articulation, course availability, course scheduling (which often interferes with well articulated sequences), large and/or combination classes, and language proficiency levels attained continue to affect foreign language programs.

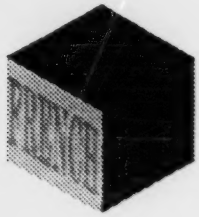
Helping Foreign Language Teachers

Even then, there are many things administrators can do to help foreign language teachers make the shift from a traditional schedule to a block schedule. Administrators can ensure a smooth transition by:

- providing staff development emphasizing instructional strategies and the use of technology
- affording teachers the option to observe foreign language programs which have successfully moved to block scheduling
- scheduling time for teachers to evaluate and adjust their local curriculum, and
- giving teachers time to plan and adjust to their new routine.

Block Scheduling: the Answer?

Although there are many arguments for considering a move to block scheduling, research on the effects of block scheduling is still scarce. This is why it is especially important to include a progam evaluation component to address the effectiveness of the program and to make the necessary changes as warranted by the evaluation.



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Appendix A

Foreign Language Sample Schedules

The suggested sample schedules reflect the two scheduling options most often found in NC: the 4x4, 90-minute block and the A/B alternate day schedule. The most prevalent scheduling option is the 4x4.

1. Sample Master Schedule for Extended Study in One Language

	180 Day Courses	90 Day Courses
9th Grade	FL Course 1 (2 Semesters)	FL Course 1 (1st Semester) FL Course 2 (2nd Semester)
10th Grade	FL Course 2 (2 Semesters)	FL Course 3 (1st Semester) FL Course 4 (2nd Semester)
11th Grade	FL Course 3 (2 Semesters)	FL Course 5 (1st Semester) FL Course 6 (2nd Semester)
12th Grade	FL Course 4 (2 Semesters)	FL Course 7 (1st Semester) FL Course 8 (2nd Semester)

2. AP Sample Schedule

A sample schedule for a student enrolled in North Carolina's schools could be similar to the one below. Two semesters, 90 days per semester, four 90-minute classes per day for each semester. AP language scheduled in the Spring of the senior year and is preceded by language 5 in the Fall. By choosing to offer AP after language 5, students benefit from more language instruction prior to taking an AP class.

Grade 9	Grade 10	Grade 11	Grade 12
1st Session (90 Days)			
English 9	English 10	English 11	AP English Prep
PE/Health	Geometry	Elective	Chemistry
Algebra I	Elective	AP US Hist. Prep	Advanced Math
Elective	Language 2	Language 4	Language 5
2nd Session (90 Days)			
Physical Science	World Studies	Algebra II	AP English 12
ELP	Biology	AP US History	Gov./Econ.
Elective	Elective	Elective	Elective
Language 1	Language 3	Earth/Envir. Sc.	AP Language

3. AP Sample Schedule

Wesson High School, Colorado Springs, Colorado
In this schedule, the year is divided into two semesters of 18 weeks each. Students take the equivalent of one semester plus 9 weeks of another semester for AP courses for a total of 1 1/2 blocks. With this schedule, the first 9 weeks of the first semester is filled with a variety of 9 week electives and the remaining 9 weeks plus the next semester are reserved for AP.

4. Sample Schedule with Two Singletons

In this schedule, block III is divided in two singletons of 45 min. each meeting for the entire school year the three other blocks are scheduled for 90 minutes per semester. Foreign languages can be scheduled during one of the singleton throughout the entire year.

	1st Semester	2nd Semester
Block I (90 min.)	Course 1	Course 2
Block II (90 min.)	Course 3	Course 4
Lunch		
Block III (45 min.)	Course 5	Course 5
(45 min.)	Course 6	Course 6
Block IV (90 min.)	Course 7	Course 8

5. Schedule Used to Ensure Articulation

South Whidbey High School, Langley, WA
2 semesters, 90 days per semester, 90-minute classes daily. One block is used for teacher planning.

<u>Teacher schedule</u>
First semester: Spanish 1, Spanish 1, Spanish 3
Second semester: Spanish 2, Spanish 2, Spanish 4

Suggestion: Schools using this system could require students to commit to a full year of language instruction when they register.

6. 4x4, Sample Schedule

2 semesters, 90 days per semester, 90-minute classes daily. One block is used for teacher planning.

<u>Teacher schedule</u>
First semester: Foreign Language 2, Foreign Language 2, Foreign Language 4
Second semester: Foreign Language 1, Foreign Language 1, Foreign Language 3

With this scheduling option, a student takes the first course and just misses a summer of instruction before the second one.

7. 4x4, Sample Schedule

Reidsville High School, Rockingham County, NC
2 semesters, 90 days per semester, 90-minute classes daily.

Teacher schedule:

Fall	*Spring*
Spanish I	Planning
Planning	Spanish II
Spanish II	Spanish I
Spanish III	Spanish II

Students enrolled in Spanish III in the fall wait until the next year to continue with level IV.

Proposed 96-97 schedule for the foreign language department

- Bulk of Spanish I will be offered in the fall, with one Spanish I offered in the spring for students who transfer, etc.
- Bulk of Spanish II will be offered in the spring, with one Spanish II in the fall for students who transferred, or had difficulties.
- Spanish III will be offered in the fall.
- Spanish IV will be offered in the spring.

Since this school is moving to an IB (International Baccalaureate) program, this schedule may be modified. There are plans to add a fifth level of Spanish and French.

This school implemented an A/B schedule for a very short period of time, but switched to a 4x4.

8. 4x4, Sample Schedule

SouthWest Edgecombe High School, Pinetops, Edgecombe County, NC
2 semesters, 90 days, 90-minute classes daily.

Teacher Schedule

Fall	*Spring*
French I	Planning
French II and III	French I
French I	French II
Planning	French II

The computer scheduling program allows French I students from the Fall semester to take French II in the Spring semester. French III and French IV are only offered in the Fall.

9. A/B Modified Block Schedule

Westover High School in Fayetteville, Cumberland County, NC
A/B modified schedule. One class meets for 60 minutes each day; the other six are 100 minutes each. Three of these classes meet on A day and the three others meet on B day.

Teacher Schedule - German

A Day	B Day
German 3/4	Planning
Annual*	Annual*
Planning	German I
German I	Gernan II

* This class meets daily for one hour

Teacher Schedule - French

A Day	B Day
French 4/AP	French 2
Plan*	PLan*
French 2	French !
French 1	French 3 H

* This class meets daily for one hour

Teacher Schedules - Spanish

Teacher 1

A Day	B Day
Spanish 4/AP	Plan
Plan*	Plan*
Spanish 3 H	Spanish 2
Spanish 2	Spansih 3 H

Teacher 2

A Day	B Day
Spanish 2	Spanish 2
Spanish 2*	Spanish 2*
Spanish 1	Plan
Plan	Spanish 1

Teacher 3

A Day	B Day
Plan	Spanish 1
Spanish I*	Spanish I*
Spanish 2	Spanish 1
Spanish 1	Plan

* These classes meet daily for one hour.

Another teacher teaches two Spanish I classes. Foreign language teachers report that this schedule does not work as well with the lower levels of language. They feel that students need daily contacts to internalize the language. They also report that students do not study as much under this schedule. They add that students at advanced levels benefit from the extended period.

Teachers will evaluate the effectiveness of this schedule through feedback received from a survey sent to parents.

10. Latin Schedule

Robert B. Glenn High School, Winston-Salem/Forsyth County, NC
2 semesters, 90 days per semesters, 90 minutes daily.

Teacher Schedule

Fall	*Spring*
Latin II	Latin III-IV combination
Latin III-IV	Latin I
Planning	Latin II
Latin I	Planning

Because the teacher is willing to teach a Latin III-IV combination, the school can offer all levels each semester.

Appendix B: Forms For Lesson Plans

LESSON PLAN LOG

CLASS: _____ BLOCK: _____ DATE: _____

Time	Plan	SCS Objectives
10 min.		
10 min.		
10 min.		
10 min.		
10 min.		
10 min.		
10 min.		
10 min.		
10 min.		

Notes:

Teacher: _____

LESSON PLAN

Teacher: _____ **Subject:** _____

Lesson Focus/Topic(s):

Language Objectives:

Learning Context (Relationship to unit, area of study, sequence):

	Strategies/Activities	Time	Materials
Introduction/Warm up			
Guided Practice			
Switching Gears			
Assessment			
Closing			

Appendix C: Generic Lesson Plans

Southeast High School, Guilford County
Lesson Plan Format

Teacher Name:_____ **Course:**_____ **Lesson Title:** Sample_____
Date of Lesson:_____ **Block:**_____ **Grade(s)/Level(s):**_____

ACTIVITY	DESCRIPTION OF ACTIVITIES AND SETTING	MATERIALS AND SUPPLIES	TIME
1. FOCUS AND REVIEW	• Review previous material • Check homework	Oral - question/ answer Overhead transparencies Blackboard Visuals	15 min.
2. STATEMENT OF OBJECTIVES	• Introduce plan for today - new material topic, review, etc.		5 min.
3. TEACHER INPUT	• Give additional information - notes, examples	Teacher-made or collected material	15 min.
4. GUIDED PRACTICE	• Student practice	Book activities Tape activities Workbook Blackboard Games	45 min.
5. INDEPENDENT PRACTICE	• Make homework assignment		5 min.
6. CLOSURE	• Summarize and review today's objective		5 min.

GENERIC LESSON PLAN

Becky Lee, Northwood High School - Chatham County

I. Journal Writing (10 min.)

II. Presentation of Grammar Lesson (10 min.)

III. Written Guided Practice of Grammar (15 min.)

IV. Oral Practice of Grammar-Paired Conversation (10 min.)

V. Cultural Reading (20 min.)

VI. Oral Comprehension Check (5 min.)

VII. Written Comprehension Check (15 min.)

VIII. Closure, Questions, and Homework Assignment (5 min.)

Total: 90 minutes

Try to vary activities, not spending more than 20-30 minutes on any one activity. Foreign language teachers have always done this since they teach reading, writing, speaking, listening skills and culture. Students should have ample opportunity to have paired conversations, group activities, listening comprehension, reading, writing, and exposure to culture in a class period. Provide opportunities for students to move around: writing on the board, charades, group and pair work. Instead of handing out papers, have students come up and get them. Before long you will wonder how you ever got anything done in a 45 or 55 minute period.

Lesson Organization
Gloria Pollard, Diane Sturgis, Maine

ACTFL, 1995

TIME	ACTIVITY
10 min.	**INTRODUCTION/WARM-UP** 1. Lesson agenda on flip chart for teacher/student references; student secretary, class notebook 2. "Find the person who" pairing activity OPI questions to answer Follow directions on overhead with room darkened
20-30 min.	**FOCUS OF THE LESSON,** new information/concept 1. Methods of introduction to vary: link to homework, to previous learning brainstorming, use student products from previous years, short audio/video tape or reading 2. Explanation, note-taking, examples, guided practice 3. Check for understanding/clarity: talking head, write questions, explain to your partner
15-20 min.	**EXTENDED DRILL AND PRACTICE** 1. Variety: small group, paired, whole class 2. Include an accountability factor: "at the end of this practice, you will say/write/create..." 3. Keep timing specific 4. Provide individual comprehension check: can students utilize a pattern/structure in the following situation
20 min.	**SWITCHING GEARS, LESS INTENSITY** 1. Energizer: short 3-5 min. competitive, involving movement 2. Cultural component of the lesson 3. Continue to reinforce by linking to the lesson for that class 4. Use media: computer, video, audio, authentic materials, drama 5. Reading/writing extended format 6. Mini projects-creating graphic organizers
5-10 min.	**ASSIGNMENT** 1. Insist that homework is done on the day assigned. Homework planning sheet 2. Explain carefully if the next class is not the next day 3. Keep assignments posted 4. Homework assignments can be longer for a 90 min. class 5. High school homework can address 2 different tasks 6. Review new learning with homework examples 7. Students repeat homework directions

5-10 min. **CLOSING**

1. Reflective journal
2. TPR
3. Song, poem in whole group repetition
4. Leave early if you can tell me...

LEAVE ON A POSITIVE, ENERGIZED HIGH POINT!

Appendix D: Sample Lessons

LESSON PLAN

Teacher: Jean Holtzclaw, Charlotte/Mecklenburg **Subject:** French I

Lesson Focus/Topic(s): Family, Telling time, aller (to go) and places

Language Objectives: To identify family members, time on the clock; to conjugate aller and combine with vocabulary to form complete sentences.

Learning Context (Relationship to unit, area of study, sequence):
Learning to tell time, relating it to verbs and vocabulary already studied.

	Strategies/Activities	Time	Materials
Introduction/Warm up Family; places	Review family members, places already studied.	5-8 min.	Transparencies or posters
Guided Practice Time: l'heure	Input: in French, tell time, have students listen. Use 5-minute intervals around the clock. Have the students listen again and repeat. Guided: Teacher calls out time; students indicated time on clock (handout). Independent: Handout on clocks: students write the time according to time shown on clocks. Partner activity: Handout on broken clock. One student tells the time, the other adds the missing minute hand on the handout.	25 min.	Transparencies or Board. Clocks numbered at 5 min. intervals. 2 Handouts: What time, Broken clock.
Switching Gears To go: Aller Vocabulary of places	Group of 3: to review aller plus vocabulary of places(musée, banque, église, café, college, lycée, bibliothèque, poste, cinéma) and family. Handout: Using picture or word cues, students combine elements to write sentences using the new and previously studied vocabulary. Those sentences include a person (family member), an action (verb to go) a place (place vocabulary) and a time. Ex. My grandfather goes to the museum at eight thirty.	20-25 min.	Tansparency poster on family. Handout: combine elements to make a sentence.
Assessment Oral/written	Teacher asks oral questions concerning vocabulary, aller, time; calls on the students to orally respond to questions. Teacher collect papers from previous activity to grade or evaluate	8-10 min.	
Closing Exit slips (sortie)	On small slips of paper, students give feedback to teacher on day's lesson.	6-8 min.	Strips of paper or note cards.

LESSON PLAN

Teacher: Jean Holtzclaw, Charlotte/Mecklenburg **Subject: French IV**

Lesson Focus/Topic(s): Romanticism and Prose

Language Objectives: To study the characteristics of Romanticism and to apply them to a prose selection from that period.

Learning Context: (Relationship to unit, area of study, sequence): A part of an overview of poetry or in a chronological study of French history and literature.

	Strategies/Activities	Time	Materials
Introduction/Warm up Vocabulary; setting	Vocabulary from selection, "Les Soirées" on the board. Pronounce, repeat, define.	10-15 min.	Board or transparency; photo
Guided Practice Romanticism	Input: 1)Teacher reviews connection between literature and history; 2) Presents the characteristics of Romanticism; 3) Introduces a reading selection. Guided Practice: Read together, ask key questions. Independent Practice: In pairs, read, and answer questions.	30-40 min.	Handouts: 1) Characteristics of Romanticism 2) "Les Soirées" 3) Questions: Selection
Switching Gears Comprehension of selection Extracting romantic elements	Teacher asks study questions, orally check for comprehension and good pronunciation. Guided Practice: Teacher, with students, finds two examples of Romanticism in selection. Independent Practice: Students find 2 or 3 other examples.	15-20 min.	Same handouts
Assessment Write short paper for homework	Collect work of pairs (answers and example). Give out prose selection by Chateaubriand (it is a psychological study of a complex family relationship; romantic and self emotion.	5 min.	Prompt for writing
Closing Clip from film	Without sound, view clip with family scene (like or unlike the one in Les Soirées).	10 min.	Video: Secret of N.I.M.N.

Sample Lesson Plan for Block Scheduling

High School French - Level 2
Bobby Hobgood - Professeur de français
Northwood High School, Chatham County

FOCUS:
To begin to learn how to talk about what will happen in the near/immediate future.

LESSON OBJECTIVES:
- To practice speaking skills as they pertain to talking about the future.
- To practice listening skills.
- To be able to identify and construct the verb tense *"the immediate future."*

LEARNER CHARACTERISTICS:
- Students will be able to speculate about what a person is going to do at a particular place.
- Students will be able to talk about what they are going to do tomorrow.
- Students will be able to identify and understand the immediate future in a reading passage.
- Students will be able to discuss what they are going to do if the weather is bad.

INSTRUCTIONAL STRATEGIES: *Où est-ce qu'on va?* (20-25minutes)

Class begins with the following column headings written on the board:

Le magasin	*Pourquoi*

To review the names of stores, visuals of common stores are one by one presented with their names solicited by the teacher. Using poster putty, they are attached to the board under the *Today* column. Following, the teacher writes a different subject under each and asks where each is going:

Picture of pharmacy/André --> *Where is André going today?*
He is going to the pharmacy.

Using a different color chalk or marker, ask a student to write the forms of the verb *aller* corresponding to the different subjects. Students have already learned this verb.

Already written to the side of the board is a list of activities using the infinitive form, for example:

to buy some medicine (acheter des médicaments)

The teacher solicits the following for André and the pharmacy:

Is André going to watch a movie at the pharmacy?

When the students identify the appropriate activity for each store, ask a student to write the activity in its infinitive form underneath the second column heading and adjacent to the words André is going... in the first column so that the complete sentence can be seen in the immediate future. As each sentence is completed, have students copy them into their notes.

GUIDED PRACTICE - Et vous? (35-40 minutes)

Each student draws a card on which is written an activity such as *to take a walk.* They are told that this is an activity that they will do tomorrow. Begin modeling the question *What are you going to do tomorrow?* and then rely on students to ask another. This is done as a large group. After a few students have answered, intervene and ask *What is _____ going to do tomorrow?* or *What are _____ and _____ going to do tomorrow?*

Distribute a short reading passage which contains many examples of immediate future. Ask students to read silently and using a highlighter pen, to mark examples of this tense. Discuss the reading, then ask students to write on the board the examples they highlighted.

Modèle: Vous allez participer...

Follow this activity with a written activity in which you list on the board a place not used during the teacher input segment. Use a plural subject like the one below and have students write a short paragraph in which they explain what the subjects are going to do together and what they are going to do individually tonight.

Modèle: Le stade/ Farouk et Antoine
Farouk and Antoine are going to the stadium tonight. They are going to watch a soccer match. Because it is winter, they are going to wear their coats. Farouk likes to eat, so he is going to buy a lot of hot dogs and Cokes. Antoine does not like junk food, so he is not going to eat.

Review this activity by having students read their stories out loud and/or write their responses on the board.

INDEPENDENT PRACTICE - S'il pleut? (20 minutes)

Have students conduct a survey in which they must circulate around the room asking each student what they are going to do this weekend if it rains. They must write the person's name and their activity on a sheet of paper in two separate columns.

Modèle: *Qu'est-ce que vas faire ce weekend s'il pleut? --> Je vais laver ma voiture.*
(What are you going to do this weekend if it rains? I am going to wash my car.)

CLOSURE (5 - 10 minutes)

This lesson culminates with a group question and answer session of what everyone is going to do if it rains from the survey above. A homework assignment is given in which students must write a short paragraph which explains what various people are going to do in preparation for the class party this weekend. They should involve at least five people and should tell what individuals as well as collaboratives are going to do.

Modèle: Jacques and Isabelle are going to buy the drinks.
Monique is going to choose the music.
Jean-Marie is going to invite guests.

Sample Lesson Plan

Teacher: Becky Lee, Chatham County **Class:** Spanish II

Block: 1 and 4 **Date:** September 1

Goals and Objectives	Activities	Materials	Time
•Speaking about individual preferences using like/dislike and other expressions •Review food vocabulary	•Teacher questions the students orally about their preferences. •Students work in pairs on a textbook activity related to food and likes and dislikes	Textbook	30 min.
•Change negative statements to positive statements •Write statements about personal likes and dislikes	•Students correct statements in the book to make them all true. •Students play a fact and fiction game. Each student writes then reads a true and a false statement about themselves, trying to fool the class	Textbook Slips of papers for each student (red= false, blue=true)	30 min.
•Ask questions •Make personal statements orally •Review regular verbs orally and in writing	•Students work in pairs to interview each other using the model provided in the textbook. •Students report the information to the rest of the class •Students make a list of the regular verbs they used during the interview. •Students complete an exercise from the textbook reviewing regular verbs	Textbook Board	30 min.

Sample Lesson Plan

Teacher: Becky Lee, Chatham County

Class: Spanish III

Block: 2nd Block

Date: First day

Goals and Objectives	Activities	Materials	Time
•Obtain information requested by attendance office •Explain class rules, procedures and goals for the class	•Students fill out information and attendance cards •Give students classroom rules and course syllabus	Attendance cards Handout with syllabus and rules	20 min.
•Make personalized statements introducing themselves and telling about hobbies and favorite pastimes •Express preferences •Ask questions •Obtain information orally •Write simple statements	•Students form 2 parallel lines and rotate, introducing themselves to each other giving information outlined by the teacher •Students circulate in the room, ask for information and write the information on an info. grid •Students play a fact or fiction game	Handout (information grid) Blue and red cards for the fact and fiction game Index cards Handout with useful expressions Me encanta, detesto, etc.	40 min.
• Review school subjects and time •Describe people, places •Obtain information through reading	•Whole class, small group or pair discussion of schedules, classes, teachers. •Students write their own schedule on index cards, circulate and read other students' cards and have a reading comprehension check on the information read	Class schedules Index cards	30 min.

Sample Lesson Integrating ELP
(Economic, Legal, and Political Systems in Action)
and Second Languages

Language: All **Level:** Levels III and up **Lesson Title:** Immigration

I. Learning Context:
This lesson is an introduction to the topic of immigration. Upcoming lessons will examine who immigrates to the target country, why, when, and where. Effects of immigration will be analyzed along with the immigrant's insertion (or lack of) into the target culture.

II. Lesson Objective(s):
Students will develop an understanding of the issue of immigration by discussing positive traits, and by devising and discussing an immigration policy to be presented to the entire class. Students will continue to develop their language skills as listed below.

III. Correlation to the Standard Course of Study

Second Languages

Culture 7.4:	Demonstrate understanding of contemporary people and lifestyles.
Listening 3.7:	Demonstrate understanding of point of view or purpose.
Speaking 3.7:	Express personal point of view and support it.
Reading 3.1:	Obtain information by reading.
Writing 3.4:	Develop an organized report or article of more than one paragraph.

ELP

1.0	The learner will investigate issues and problems confronting the American economic, legal, and political system.
2.0	The learner will explain rights and analyze the obligations of responsible citizenship.
9.0	The learner will explain how the political and legal systems provide for balancing competing interests and resolving conflicts.
10.0	The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our economic, legal and political systems.

IV. Activities:

1. In groups, students brainstorm the characteristics that will make immigrants good citizens. (10 min.)
2. Each group reports to the entire class and students are asked to compile the overall information on a chart. (15 min.)
3. Students are given a list of people who want to immigrate to their country i.e., a famous German physician who has just completed major research in the field of genetics, an unskilled laborer from Peru with a wife and a family of five children, a single male English teacher from Ireland, an older

Russian woman with no work experience, a rich Swiss woman whose husband has just died, a skilled factory worker from Canada with a wife and a family of four young children, a young married couple from Estonia who has just graduated from college, a sickly middle aged Korean man with expertise in electronics, etc...
In groups, students decide who to admit, why to admit them and report their decision to the entire class. (15 min.)

4. Back in groups, students draft a written policy governing immigration. (20 min.)
5. Class develops criteria for judging policy. (10 min.)
6. Each group presents its policy to the entire class. Class reaches consensus on the best policy according to the criteria developed by the whole class. (15 min.) .
7. Closure: Teacher debriefs and mentions the next day's focus of immigration in the target country. (5 min.)

LESSON PLAN USING 4-MAT

TOPIC: Stereotyping **Level:** Level III and up

Goals of the Lesson: To examine the kinds of stereotyping associated with the target country and to see whether they are shared by native speakers of that language. To reflect on our own stereotyping. To continue the development of the language skills (see correlation to SCOS below).

Correlation to Standard Course of Study:

Culture 7.4 :	Demonstrate understanding of contemporary people and lifestyles
Listening 2.4:	Extract the main idea from material heard
Speaking 2.7:	Express emotion
Reading 2.3:	Identify supporting details from authentic materials
Writing 2.7:	Write one sentence that judges

Quadrant 1 Right: Students view or witness a scene where one person is a victim of stereotyping. (5 min.)

Quadrant 1 Left: Students discuss and analyze what they witnessed. They state how they felt when they were victims of stereotyping. (10 min.)

Quadrant 2 Right: In groups, students brainstorm all the possible stereotyping associated with the studied target country (10 min.)

Quadrant 2 Left: Students listen to an authentic song about the target country (Mon Pays: Canada, Charme français: Jerome, L'Hexagone: Renaud, Ma France: Ferrat, J'habite en France: Sardou, etc.) and give the main idea. (10 min.)

Quadrant 3 Left: Students read the words of the song they have just heard and in pairs, they make a T chart listing all the positive characteristics mentioned in the song on one side of the T chart and all the negative characteristics on the other. (20 min.)

Quadrant 3 Right: Students interview a foreign student who has been invited to class or a guest speaker and ask them about the positive and negative characteristics.(15 min.)

Quadrant 4 Left: In pairs, students compare their T chart with the responses of the guest speaker. (10 min.)

Quadrant 4 Right: Students write then share orally (if time permits) the one stereotyping that they do not hold any longer about the target culture. (10 min.)

Foreign Language and Technology
Sample Unit

Unit: You and Your Community **Level:** Levels II and Up

Language: All

Unit Objective(s): In addressing the topic of community, students will provide and obtain information, understand spoken and written language, present information to their classmates, pen and e-mail pals using a variety of technology.

Correlation to the Standard Course of Study:

Foreign Languages

Speaking 2.4:	Describe in phrases and sentences people, places, things, activities and events.
Reading 2.2:	Obtain information through reading.
Reading 2.3:	Identify the main idea and supporting details from single paragraphs and longer narrative and descriptive passages, including authentic materials.
Writing 2.3:	Compose a series of original statements and/or questions related to personal experience.
Writing 2.5:	Compose a series of related sentences that describe, compare or contrast people, places, things and/or activities.
Culture 7.2:	Participate in activities and experience customs and traditions which are characteristic of the culture where the language is spoken.
Culture 7.5:	Identify major geographical features, cities, and regions of the countries where the language is spoken and show their relationship to the culture.

Information Skills:

Goal 1: The learner will experience a wide variety of reading, listening, and viewing resources to interact with ideas in an information-intensive environment.

- 1.1 The learner will explore reading, listening, viewing, sources and formats.
- 1.2 The learner will identify criteria for excellence in design, content, and presentation of information and formats.
- 1.3 The learner will critique information sources and formats.
- 1.4 The learner will relate ideas and information to life experiences.
- 1.5 The learner will communicate reading, listening, and viewing experiences.

Goal 2: The learner will identify and apply strategies to access, evaluate, use, and communicate information for learning, decision-making, and problem-solving.

2.1 The learner will explore research processes that meet information needs.

2.2 The learner will engage in a research process to meet information needs.

Computer Skills:

Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer technology.

1.1 Societal Use... identify examples and analyze societal impact of advanced and emerging technologies.

Goal 3: The learner will use a variety of computer technology to access, analyze, interpret, synthesize, apply and communicate information.

3.1: Curriculum Software Use...Identify and independently use computer hardware and software for class and personal use.

Suggested activities:

- Since this is a unit on community, have students brainstorm a list of questions pertaining to the community they would like to ask of their counterparts in another town, state, or country.
  Include the question "What do you want to know about our community?"
- E-mail the questions or send through regular mail. You may choose to send those questions to students in one town or you may want to venture and send them to people in different locations in the target country or to different countries. Sending the questions to countries where the language is spoken is optimum. However, if this is not an option, you can pair up with a school in an other area where the foreign language is taught as long as the communication takes place in the target language.
- Students collect the responses to their question, "What do you want to know about our community?", they read and share them with the rest of the class and begin to organize the questions into topics.
- In groups, students select a special topic related to their own community as suggested by the key pals or pen pals i.e., location and climate, history, tourist attractions, foods and animals indigenous to the area, etc. for the purpose of conveying this information back to their e-mail pal or pen pals.
- Students begin researching and collecting information on their selected topic using on-line searches, CD-Rom resources, and World Wide Webs.
- Students can videotape special features of their local community, they can record some oral history from grandparents or older people in the community, they can take snapshots of buildings, foods, etc. using digital cameras.

- Students organize their research and develop a presentation to be made to their classmates prior to sending it to their e-mail pals or pen pals. In developing their presentation. Students can use the following:
  - Graphic software to make charts and graphs
  - Word Processor to make their presentation
  - Hyperstudio to present travelogue
  - Pagemaker to do desktop publishing
- Students prepare a package of items indigenous to their own area and mail it to their counterparts along with a brief explanation about each item and a request for comments.
- Students collect and organize the responses to their questions about the communities of their key and/or pen pals. According to the number of responses received, they may want to develop a data base to collect and organize this data.
- Students share their newfound knowledge about other communities with other classes in their schools, in feeder schools, in their communities, and in a variety of programs (PTA or PTO, International Festivals, School Boards, TV shows, etc.)

Appendix E: Foreign Language Software Resources

I. CD ROMS

Goldilocks and the Three Bears
Allows a child to follow the dialogue of the story and to accompany Goldilocks on her adventure.
Playing with Language Series
Syracuse Language Systems, Inc.
719 Genesee Street
Syracuse, NY 13210
(315)478-6729

HyperGlot's Learn to Speak Series
Provides lessons on series of topics related to visiting and getting around in a foreign country.
Athelstan Publications
P.O. Box 8025
La Jolla, CA 92038-8025
(619)689-1757

HyperGlot Software Co.
Learn to Speak Spanish
Think and Talk Spanish
Pronunciation Tutor Spanish
HyperGlot Software Co.
P.O. Box 10746
5108-D Kingston Pike
Knoxville, TN 37939-0746

Encuentros a lo vivo
Pris sur le vif
Allows students to explore a variety of conversations, narratives, and reading designed for levels one and two of Spanish and French. Integrates, video clips, graphics, text, audio and photos.
Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025-9969

Introductory Games in Spanish
Teaches concepts and vocabulary for concepts in Spanish. Three menus from which to choose different games that require different types of responses.
Spanish
Syracuse Language Systems, Inc.

719 Genesee Street
Syracuse, NY 13210
or
Gessler Educational Software
55 W. 13th Street
New York, NY 10011

Who is Oscar Lake?
Spanish and French
Mystery involving students in a series of choices as program unfolds. Includes video clips, graphics.
World of Reading
P.O. Box 13092
Atlanta, GA 30324-0092

Learning Lab Software
Let's Visit Spain
Let's Visit Mexico
Let's Visit South America
Spanish Tutor
Learn to Speak Spanish
Learning Lab Software
20301 Ventura Blvd.
Suite 214 Woodlands Hills, CA 91364-2447
(800)899-3475

Playing with Languages Series
Introductory Games (French, Spanish, German, Japanese)
Goldilocks and the Three Bears (Spanish, French)
Triple Play Plus (Spanish, French, German)
Provides practice screens, clear audio of native speakers, and multiple skill levels.
Syracuse Language Systems, Inc.
719 Genesee Street
Syracuse, NY 13210
or
Gessler Educational Software
55 W. 13th Street
New York, NY 10011

Puzzle Power
Makes crossword puzzles, word searches, cryptograms, kriss kross puzzles.
Centron Software Technologies
No address

Rosetta Stone
French, German, English
92 lessons starting with introduction of simple vocabulary words and progressing to complex phrases. Focuses on the recognition of script and listening comprehension materials associated with photographic still images.

Fairfield Language Technologies
122 South Main Street
Suite 400
Harrisonburg, VA 22801
(800)788-0822

II. AUTHORING SYSTEMS

Dasher
Enables teachers of foreign languages to write language lessons (story exercises, transformations, substitutions, T or F, sentence combining, fill-in the blanks, etc.).
The Univerity of Iowa
CONDUIT
Oakdale Campus
Iowa City, IA 52242

WinCALIS Authoring System
Duke University
Humanities Computing Facility
104 Languages Bldg.
Duke University
Durham, NC 27706

III. MULTIMEDIA

Kid Pix
Incorporates sound and pictures - scanned, quick cam, from a CD.
Boderbund Co.
P.O. Box 12947
San Rafael, CA 94913-2947
(800)527-6263

HyperStudio
Authoring program allowing users to create multimedia presentations.
Roger Wagner Publishing, Inc.
1050 Pioneer Way
Suite P
El Cajon, CA 92020
(619)442-0522

IV. SOFTWARE

Claris Works en Español
Includes word processing with built-in clip art libraries. Has dictionary available in addition to extensive painting and drawing features, database and spreadsheet.

Atajo/Spanish
Quelle/German
Système D
Gives access to bilingual dictionary, verb conjugator, grammatical index, vocabulary index, and phrase index.
Heinle & Heinle
20 Park Plaza
Boston, MA 02116
(800)237-0053

¿Cómo se llama?/A Juste Titre
Fosters skimming by getting students to identify the topics of texts from as few words as possible.
Spanish, French
Athelstan
2476 Bolsover, # 464
Houston, TX 77005
(800)598-523-6543

In the French Body
In the German Body
Software/videodisc package
Encourages the analysis of structure of conversation on multiple levels. Students practice the verbal and nonverbal parts of the interactions.
G1/032 LL Healy Library
University of Massachusetts
Boston, MA 02125-3393
(617)287-5989
(800)528-7398

Latin Skills I and II
Offers practice in inflecting and recognizing the stems, tense and mood suffixes, and personal endings of Latin verbs and the declensional endings of nouns and adjectives.
Latin
Falcon Sofware, Inc.
P.O. Box 200
Wentworth, NH 03282
(603)764-5788

Picture It!
Presents a written translation of a given word along with a digitally edited audio pronunciation of the word by native speakers.
Spanish, French, German, Italian, Japanese
Penton Overseas, Inc.
2091 Las Palmas Drive
Suite A
Carlsbad, CA 92009-1519
(800)748-5804

Transparent Language
Reading program aimed at helping readers improve their reading skills in the TL. Presents text, usually literaty in nature, short stories, or excerpts for larger works and offers translations and commentary on whatever segment the reader chooses to highlight.
French, German, Italian, Latin, Spanish
Transparent Language, Inc.
9 Ash Street
P.O. Box 575
Hollis, NH 03049
(800)752-1767

¿Qué pone?/Mot pour mot
Provides practice of grammar, vocabulary, cohesion, and spelling
Spanish, French
Athelstan
2476 Bolsover, # 464
Houston, TX 77005
(800)598-523-6543

¿Qué corresponde?/Autrement dit
Allows students to match pairs of different kinds (vocabulary items, idioms, sentence halves, questions and answers.)
Spanish, French
Athelstan
2476 Bolsover, # 464
Houston, TX 77005
(800)598-523-6543

Where in the World (in Europe) is Carmen Sandiego?
Broderbund
P.O. Box 12947
San Rafael, CA 94913-2947
(800)527-6263

Appendix F: Pacing Guide Forms

PACING GUIDE

Class: _____ Teacher: _____

Week	SCOS Second Languages	Chapter	Resources

BEST COPY AVAILABLE

Pacing Guide

WEEK	TOPIC	TEXT/CHAPTER	OUTSIDE RESOURCES

Robeson County Schools, 1994

PACING GUIDE

COURSE:_____ TEACHER: _____

CIRCLE ONE: 1ST 9 WEEKS 2ND 9 WEEKS

UNIT/TOPIC/GOAL	CORRELATION WITH NC STANDARD COURSE OF STUDY	RESOURCES

PACING GUIDE

Richmond Senior High School

Course: _____

DATES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

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Appendix G: Curriculum Guide Forms

Curriculum Guide

Subject: _____

Goals and Objectives	SCS Correlation	Resources/Text/ Activities	Time Frame	Assignments	Assessment

Richmond Senior High School, 1995

CURRICULUM GUIDE

TEACHER: CLASS:

UNIT NAME: AMOUNT OF TIME NEEDED:

UNIT OBJECTIVES	SCOS SL OBJECTIVES	VOCABULARY	STRUCTURES	RESOURCES

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Appendix H: Sample Curriculum Guides

CURRICULUM GUIDE

TEACHER: Sylvie Little

CLASS: French I

UNIT NAME: Welcome - Unit I

AMOUNT OF TIME NEEDED: 14 Days

UNIT OBJECTIVES	SCOS SL OBJECTIVES	VOCABULARY	STRUCTURES	RESOURCES
• Introducing themselves • Telling and asking who they are • Telling and asking where they are from • Describing themselves and others • Identifying body parts and telling how they feel • Identifying objects • Using numbers when giving their own phone numbers and when recreating basic conversation • Spelling the new French names	Listening: 1.1,1.3,1.4,1.5,1.6,1.8 Speaking: 1.1,1.2,1.3,1.4,1.5,1.9 Reading: 1.1,1.2,1.3 Writing: 1.1,1.2,1.3,1.4 Culture: 7.1,7.2	Greetings and terms for politeness Descriptive adjectives Names of places Numbers Body parts French first names Alphabet Classroom objects	Formation and place of adjectives Verb to be To be from Negative structures Indefinite articles	Book pp 1-35 Video Bingo game Pantomime Flashcards Exercise sheets Homework sheets

Richmond Senior High School - Unit I out of 6 units in French I (1995)

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CURRICULUM GUIDE

TEACHER: Sylvie Little

CLASS: French I

UNIT NAME: Friends/School Life/Life after School - Unit 2

AMOUNT OF TIME NEEDED: 3 Weeks

UNIT OBJECTIVES	SCOS SL OBJECTIVES	VOCABULARY	STRUCTURES	RESOURCES
• Describe people and things • Talk about the subjects they take • Talk about when they take those classes, including day and time • Say whether they like or dislike these classes • Express likes and dislikes • Tell what the weather is like • Tell what sport they practice and when • Use action verbs to describe what they do • Tell what people do (we, people, they)	Listening: 1.1,1.3,1.4, 1.5, 1.6, 1.7, 1.8 Speaking: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9 Reading: 1.1, 1.2, 1.3, 1.4 Writing: 1.1, 1.2,1.3,1.4 Culture: 7.1,7.2,7.4	School related subjects Class related vocabulary Days of the week Months of the year Time Descriptive adjectives Vocabulary related to social life er verbs related to social life, sports. Weather and expressions Sports	Continue with adjective formation, masculine, feminine and plural Making nouns masculine, feminine and plural er verbs, present tense, affirmative, negative, and interrogative 2 verbs following each other Pronoun On Definite articles Verb jouer with sports	Textbook pp36-85 Pantomime Skits Games Projects Flashcards Homework sheets Exercise sheets

Richmond Senior High School - Unit II out of 6 units in French I (1995)

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CURRICULUM GUIDE

TEACHER: Marjorie Rainey

CLASS: Spanish II

UNIT NAME: Communications - Unit II

AMOUNT OF TIME NEEDED: 2 Weeks

UNIT OBJECTIVES	SCOS SL OBJECTIVES	VOCABULARY	STRUCTURES	RESOURCES
Students will: • learn how to make a telephone call • learn proper expressions for beginning and ending a phone conversation • learn proper telephone etiquette • describe people, things and events in the past • discuss habitual actions • learn to write social and business letters • compare and contrast	Focus Objectives Listening: 2.1 Speaking: 2.1, 2.2, .3, 2.4 Writing: 2.4, 2.5, 2.6 Culture: 7.1, 7.4	Words associated with the telephone, the post office and parts of a letter	Imperfect tense of regular and irregular verbs Comparison of adjectives	Text Worksheets Bell ringers Audio-cassettes Situation cards Chapter quizzes

CURRICULUM GUIDE

TEACHER: Marjorie Rainey

CLASS: Spanish II

UNIT NAME: Travel - Unit IV

AMOUNT OF TIME NEEDED: 5 Weeks

UNIT OBJECTIVES	SCOS SL OBJECTIVES	VOCABULARY	STRUCTURES	RESOURCES
Students will: • know automobile types, features, and basic services • know vocabulary associated with driving • know vocabulary associated with airplanes and procedures for getting on an airplane • be able to give and ask directions and express location • get in and out of traffic situations • check in and out of hotel • ask for services • be familiar with driving customs in some Hispanic countries • compare and contrast with customs in the U.S.	Focus Objectives Listening: 2.1, 2.2 Speaking: 1.9, 2.1,2.2,2.4, 2.6 Reading: 1.9, 2.2 Writing: 1.7, 2.3 Culture: 7.4, 7.7, 7.5	Words associated with cars, planes, and airports. Words associated with checking in a hotel, hotel features and facilities Time expressions Vocabulary involving a variety of traffic situations Name of different road signs	Telling time Use of comparisons (as...as, as much...as, as many...as) Familiar commands Preterit tense	Text Worksheets Audio cassettes Quizzes Communicative activities Situation cards

Richmond Senior High School - Unit IV out of 6 units in Spanish II (1995)

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